



ATTITUDE TOWARDS MOBILE LEARNING AMONG GRADUATE LEVEL STUDENTS OF SALBONI BLOCK OF WEST MEDINIPUR DISTRICT: AN EMPIRICAL STUDY

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ABSTRACT

The present study tries to examine the attitude towards M-learning of undergraduate level students of Salboni block, PaschimMedinipur, West Bengal. The main purpose of this topic is to know the attitude towards mobile learning. A self prepared attitude questionnaire with 25 items (each item consisting five alternatives) was used to collect information relating attitude. A sample of 115 UG level students were selected from different Government aided college (Bengali Medium) of Paschim Medinipur district. For analyzing data, different statistical techniques were used namely Mean, SD, and t-test to measure attitudinal difference among caste, gender, and socio-economic status. The result showed that no significant difference exist between male and female, APL and BPL, general and other caste in terms of attitude towards M- learning of UG level Students.

KEYWORDS: M- Learning, Attitude, UG Level Student, T-Test

INTRODUCTION

We are living in the age of Science with the change of era the scientific method continues the process of taking us from advanced to advanced stage. An example is the internet system. The study of the concept of mobile learning has been receiving concentrated study over the past decade. One of the most distinctive features of mobile learning is its usability, which allows students to learn anything, anytime and anywhere. Educators, Researcher have incorporated mobile learning into the classroom to explore the educational value of mobile learning. The use of mobile devices has enhanced early learning and personalized instruction. According to a recent survey, one-third of US students has own a tablet and more than 40% of students own a smart phone. The majority of students (67%) who responded to the survey also had a positive attitude toward mobile learning.

Mcconatha, Praul, and Lynch (2008) have defined M-learning as the learning that is employed through the use of small computing mobile devices. Mobile learning is learning through the transfer of content through the use of personal electronic devices. We use it as a medium of distance learning. In this learning, students use mobile devices as their educational technology medium. Matias and Wolf (2013) expressed that M-learning is not only the learning that is based on the use mobile devices but also the learning that is mediated across multiple contexts using portable mobile devices. M-learning technology emphasizes the mobility of the learner. In today's world of education, the use of mobile has occupied an important place in non-traditional teaching and learning methods. Mobile learning provides an easier way to use the e-learning process. Hand-to-hand learning in the field of new mobile technology helps students to share various information related to learning. This type of learning is where learning content is shared through personal devices such as PDAs, smart phones and mobile phones.

Mobile learning facilitates us in various collaborative learning and helps cooperative learning with the help of video, audio, image, animation. There are no restrictions on the place of time-based education. It relies on learner-centered learning principles.

Mobile learning provides immense facility to learn anything, anywhere and anytime. In numerous way people solves their everyday problems through Mobile. But it is not free from complexities. Mobile learning being an electronic device poses technical problems. Various problems arise with technology such as it is expensive. Most of the time technical problems are observed. Technical knowledge and skills are required to operate it correctly. In the case of mobile devices with less memory storage, it is often not possible to get content suitable for mobile learning. Due to limited bandwidth, it is sometimes difficult to contact and access online. But the Use of mobile learning is gradually increased in the worldwide higher education field due to the wide spectrum knowledge and its benefits.

Rationale of the Study: We are moving into an era when mobile devices are not just for talking as communicating device. Mobile phones are used for various purposes, e-learning, making videos, recording information. Mobile banking and payment tracking and ticket booking etc. are being done by GPS services. Students use it in preparing project work, discuss their assignment, and transfer teaching-learning material, doing online course over phone. More than two-

thirds of university students use electronic media while studying in class, studying, or doing homework. However attitude and time make students addicted to this device. Currently, in the age of science and technology and due to the Corona situation, students are forced to take online classes through mobile phones, but even after the end of the lockdown, students no longer want to go back to offline classes and have become accustomed to online classes. Most of guardians or educationists are saying that offline learning is better but students are used to online classes. Paschim Medinipur district of West Bengal is backward than the other district of West Bengal. A significant number of backward students are in this District. Most of students are the first learner of their family those who are studying in college level. The main purpose of this study is to know the attitude of undergraduate level students towards mobile learning. Students are out of reading and writing habit. They don't know basic things but they are used to mobile, their reading habits are reduced. Students usually don't even know how to spell but children are more tending towards online learning or mobile learning. These reasons are causing loss to students. But still they are attracted to mobile learning.

Review of related literature: Several extensive research reports and literature review have been focused on attitudes towards mobile phone use of undergraduate students. In preset time, Mobile phone usage - has increased significantly.

Kumar, S, *et al.* (2021), conducted a study on 'Attitude towards online class among School College going students during lockdown due to Covid-19pandemic'. The results obtained from the research on this topic are that more than half of the students 51.32% have positive attitude towards online classes.

Nachimuthu, K. (2020) conducted a study on 'student teacher's attitude towards online learning during covid-19'. He found that there is no attitudinal difference exists between male and female students towards online teaching. He investigated a significant difference in attitude between private and government student teachers towards online teaching and also noticed a significant attitude between science and arts stream towards online teaching.

Mahammadi, M. *et al.* (2020) conducted a study on 'Mobile Phone Use in Education and Learning by Faculty Members of Technical-Engineering Groups: Concurrent Mixed Methods Design'. He found that mobile use is not efficient enough for learning, and that its usefulness is moderate, although it is above average in terms of ease of use and self-efficacy. They believe that mobile learning is accompanied by many challenges and obstacles, which are above average.

Obeid Ullah (2018) conducted a study on 'Students Attitudes towards Mobile Learning of UG Level'. The results showed that there is no significant difference between the level of interest of undergraduate students in computer and dance acquired through online.

Behera, *et.al.* (2016) conducted a study on "attitude of B.Ed student-teachers towards e-learning". Study findings indicate that effective learning processes are created by combining digitally delivered content with support and services.

Statement of the Problem: From the above discussion, investigator found the

research gap and he formulated the problem entitled ‘Attitude towards Mobile learning among graduate level students of Salboni block of West Medinipur District: An Empirical Study’ during COVID-19 in West Bengal”. The present study tried to find out if there is any attitudinal difference exists towards Mobile learning of UG Level students in relation to their gender, economic status, caste and religion during COVID-19 in West Bengal.

Objective of the Study:

1. To know the difference in attitudes of undergraduate between Male and Female students towards mobile learning.
2. To know the difference in attitudes of undergraduate students towards mobile learning between general and students.
3. To know the difference in attitude of A P L and B P L students at undergraduate students towards mobile learning.
4. To determine the difference in attitude of undergraduate Honors and General students towards mobile learning.

Hypotheses:

⁰H₁ - There is no significant attitudinal difference between boys and Girls towards mobile learning.

⁰H₂ - There is no significant attitudinal difference between general and other caste towards mobile learning.

⁰H₃ - There is no significant attitudinal difference between APL and BPL undergraduate students towards mobile learning.

⁰H₄ - There is no significant attitudinal difference between Honours and General level undergraduate students.

Methodology: Descriptive method as well as quantitative research method was used for conducting this study. Investigator used survey method to describe the attitudes towards Mobile learning of undergraduate students and quantitative data from survey also helped to describe trends in responses to questions, and analyze data statistically to test research questions or hypotheses.

Population: First to third year students of all colleges in West Bengal (India) are assigned for this discussion. A total of 115 undergraduate students have been selected as samples. Purposive sampling method used to collecting requisite data. Out of the sample of 115, 50 are male and 65 are female students.

Tools- Research data were collected with the help of research tools. So research tool is a very important element of research. The researcher prepared a self-constructed attitude questionnaire to study the attitude towards mobile learning for undergraduate students. The reliability has been made by using test retest method. The reliability score is 0.63. The validity has been judged by two expert opinions. There were 25 statements or items.

Variable-

IndependentVariable		e		N	
Gender	Male	50	115		
	Female	65			
Caste	General	49	115		
	Other	66			
Economic Status	APL	49	115		
	BPL	66			
Course	Honours	95	115		
	Pass	20			
		Total - 115			

Analysis and Interpretation:

Table-1- There is no significant attitudinal difference exists between Male and Female students towards Mobile learning

Gender	N	Mean	Variance	SD	t-test	Significant
Male	50	65.5	37.52	6.12	1.57	Not Significant
Female	65	65.09	38.39	6.19		

Data Source: Authors calculation based on field survey in 2022

Table 1: The above table showed that the mean score of male and female in undergraduate level is 65.5 and 65.09 respectively. Standard deviation is 6.12 and 6.19 respectively. The calculated t-value is 1.57 which is not significant at 0.05 level i.e. no significant difference exists between male and female students. The null hypothesis will remain unchanged.

Table-2- There is no significant attitudinal difference exists between General and Others students towards Mobile learning

Caste	N	Mean	Variance	SD	t-test	Significant
General	49	64.77	38.19	6.18	1.167	Not Significant
Others	66	65.56	38.06	6.17		

Data Source: Authors calculation based on field survey in 2022

Table-2: showed that the mean score of General and other caste graduation level students is 64.77 and 65.56 respectively. The standard deviations are 6.18 and 6.17 respectively. The calculated t-value is 1.167 which is not significant at 0.05 level i.e. there is no significant difference exists between general and others towards Mobile learning. The null hypothesis will remain unchanged.

Table-3 -There is no significant attitudinal difference exists between APL and BPL students towards Mobile learning

Economic Status	N	Mean	Var	SD	t-test	Significant
APL	49	63.26	51.69	7.19	1.17	Not Significant
BPL	66	66.75	22.65	4.76		

Data Source: Authors calculation based on field survey in 2022

Table-3 showed that the average of APL and BPL students at graduation level is 63.26 and 66.75 respectively. The standard deviations are 7.19 and 4.76 respectively. The calculated t-value is 1.17. Which is not significant at 0.05 level. That means there is no significant difference exists between APL and BPL undergraduate students. That means the null hypothesis will remain unchanged.

Table-4- There is no significant attitudinal difference exists between Hons and General students towards Mobile learning.

Course	N	Mean	Var	SD	t-test	Significant
Hons.	95	65.89	33.87	5.82	1.65	Not Significant
General	20	62.3	47.47	6.89		

Data Source: Authors calculation based on field survey in 2022

Table-4- showed that the average of General and Honors students at undergraduate level is 65.89 and 62.3 respectively. The standard deviation is 5.82 and 6.89 respectively. The calculated t-value is 1.65 which is not significant at 0.05 level That means there is no significant difference exists between Honours and General students. That means the project will remain unchanged.

RESULT AND DISCUSSION

On the basis of analysis and interpretations of data made in above, following results can be mentioned below — No significant differences exist in attitude towards Mobile learning among Male and Female, APL and BPL and Honours and General undergraduate level Students. This result is supported with the study of Behera, et.al. (2016). He conducted a study on “attitude of B.Ed student-teachers towards e-learning” and found that College student teachers have similar attitudes towards e-learning.

CONCLUSION

From the above discussion it is observed that there were no significant difference between male and female undergraduate students in terms of attitude towards mobile learning, similarly between General and other caste undergraduate students, APL and BPL, general and other students were no significant difference exists among them. Consequence of this empirical study proves that students are gradually adapting online mode of learning and rejecting offline mode of learning.

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